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ABSTRACT

This report addresses the extent to which students in Connecticut are receiving world language education that meets the Board's expectations. Data are presented on key world language opportunity-to-learn indicators, such as the following: staffing (e.g., with dramatic increases in enrollments in world languages at all levels, the demand for staffing has increased, and programs in world languages are starting in earlier grades); hours of instruction (e.g., since 1993, the average number of hours per year of instruction in world languages at the elementary and middle levels has increased); credits for graduation (the percentage of students taking three or more credits in a world language has increased steadily over time); facilities (e.g., language labs and computers are major instructional resources for such programs and curricular offerings); extracurricular offerings (many schools offer extracurricular activities related to specific languages); advanced placement tests (since 1993, the number of students taking advanced placement tests in world languages has increased significantly); and international education (e.g., international trips and exchanges are an excellent way for students to experience different cultures, languages, and traditions). A district summary profile of world languages is included. (SM)

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The State of World Languages

Excerpted from *Profiles of Our Schools:*
The Condition of Education in Connecticut 2001-2002

Connecticut State Department of Education

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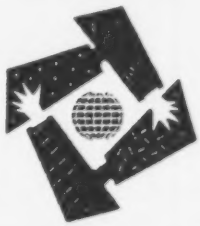
The State of World Languages, 2001-02

World languages are an essential component of the core curriculum for all students. This report on world languages is highlighted in the *Condition of Education* to provide citizens and policymakers with information about the current status of world languages in our state and to establish a baseline to track improvements in quality.

This report addresses the extent to which students in Connecticut are receiving world language education that meets the Board's expectations. In the following pages, data are presented on key world language opportunity-to-learn indicators, such as staffing, instructional hours, facilities and curricular offerings. These data provide important clues to the general condition and trends in world language education in Connecticut public schools.

World Languages in Connecticut: Five Essential Goals of Language Learning†



1. **Communicate** in at least one language other than English.
2. Gain knowledge and understanding of other **cultures**.
3. Make **connections** with other areas of study and acquire information.
4. Understand the nature of language and cultures through **comparisons**.
5. Participate in multilingual **communities** within a variety of contexts.

† *A Guide to K-12 Program Development in World Languages*, Connecticut State Department of Education, 1999. The Connecticut World Languages Curriculum Framework encompasses the five C's of world language education – communication, cultures, connections, comparisons, and communities – and is based on the document *Standards for Foreign Language Learning: Preparing for the 21st Century*, published by the national standards task force in 1996.

The State Board of Education maintains that the acquisition of more than one language by all students is in the best interest of the State of Connecticut. Therefore, it is the belief of the Connecticut State Board of Education that:

1. every student should attain writing and speaking competency in at least two languages;

2. individuals who are competent in more than one language, and are knowledgeable about more than one culture, are an essential asset to the state's schools, communities and work force, and to the national and international marketplace; and

3. individuals who are competent in more than one language will be among those best suited to assume leadership and other important positions in the national and international marketplace.

- Connecticut State Board of Education (1996)

The Components of a Quality World Language Program

The Connecticut State Department of Education is committed to encouraging all districts to offer a comprehensive world language program beginning in kindergarten and continuing through Grade 12. In this way, students can develop and maintain proficiency in a second, and even a third, language.

In 1998, the Connecticut State Board of Education adopted world language standards which articulate what students should know and be able to do upon completion of a comprehensive world language program. The standards encompass the cornerstones of the National Foreign Language Standards; namely, communication, cultures, connections, comparisons and communities.

World Language Staffing

With dramatic increases in enrollments in world languages at all levels (see page 4), the demand for staffing has increased. From 1993-94 to 2001-02, the number of full-time equivalent world language teachers increased from 1,166 to 1,617. The percentage of teachers who teach multiple languages has declined from 26 percent in 1993-94 to 15.2 percent in 2001-02. This decrease can be explained by the overwhelming increases in Spanish enrollments, and also by the higher proficiency levels and advanced training required to teach longer sequences.

Districts are facing difficulty in finding certified world language staff. Connecticut's international partnerships are filling some of the demand. Approximately 30 Connecticut-certified teachers are working in Connecticut schools each year through partnerships with Spain, France and Italy. Alternate Route to Certification (ARC) programs have been developed in response to the shortages. Between 2000-01 and 2001-02, ARC programs have graduated almost 80 world language teachers. At the same time, universities have expanded their programs for teacher certification and initiated programs of professional development related to the implementation of state standards.

Staffing 2001-02

Number of Full-time Teachers	1,474
Number of Part-time Teachers	241
Full-Time Equivalent (FTE)	1,617.1
Percent Female	81.2%
Percent Minority	14.4%
Percent with Advanced Degree	73.4%
Percent Trained as BEST Mentors, Assessors or Cooperating Teachers	22.6%
Median Age	48.0
Median Years of Experience	16

All of these efforts, however, have not been sufficient to fill the increasing demand for certified world language teachers. In 2001-02, 1,681 teachers taught a world language as their primary assignment. Of the 1,681, 11 (0.7 percent) were serving under a long-term substitute permit and 95 (5.7 percent) were serving under a durational shortage area permit. Moreover, some schools have not started programs or have significantly curtailed offerings due to their inability to find qualified teachers. In 2001-02, 29 schools reported having to take such steps.

Count of Teachers by Language Taught 1993-94 and 2001-02

	1993-94		2001-02	
Subject	Count	FTE	Count	FTE
French	529	342.7	519	364.3
German	38	21.1	35	22.6
Italian	77	50.0	77	56.5
Latin	111	69.3	120	87.6
Russian	14	5.2	7	3.2
Spanish	872	670.2	1,294	1,068.8
Other Languages	17	7.2	21	14.1

The increase in world language FTE teachers since 1993-94 is most pronounced in Spanish, but has impacted almost all languages. Only Russian saw a decrease in FTE teachers from 1993-94 to 2001-02 (5.2 FTE to 3.2 FTE). Spanish, on the other hand, grew by almost 60 percent from 670.2 to 1,068.8.

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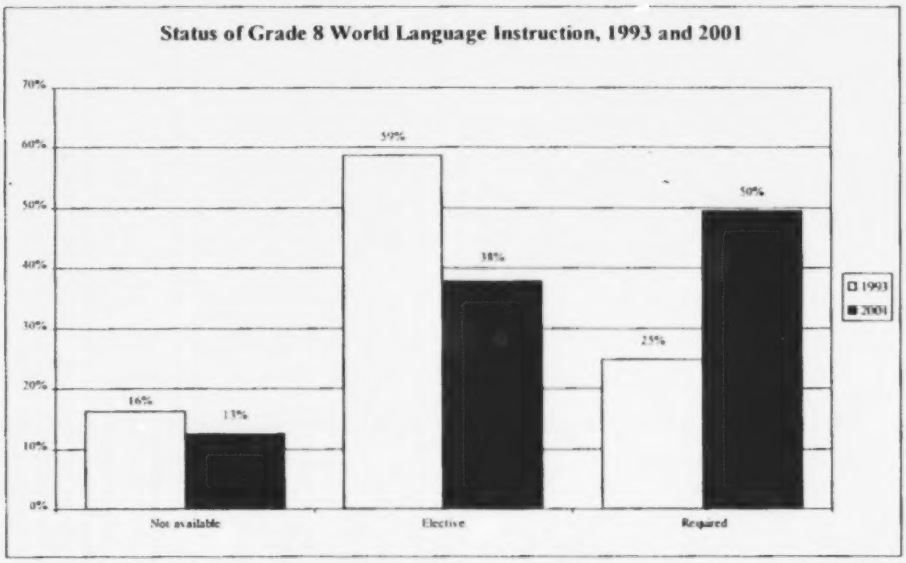
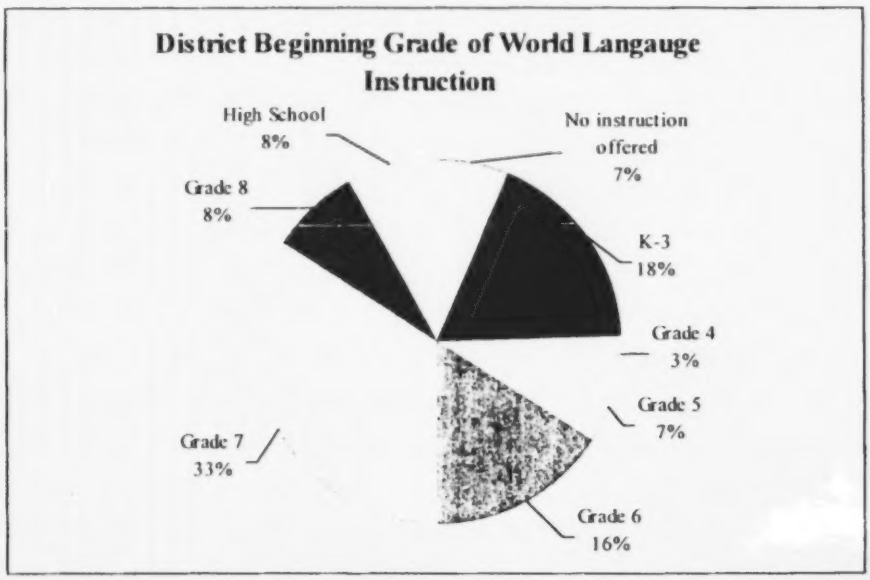
World Language Offerings

Programs in world languages are starting in earlier grades, and more students are taking world languages. While schools continue to offer the traditional Spanish, French, Latin, German and Italian, they offer limited or no courses in Chinese, Arabic, Korean, Japanese or Russian. These are languages designated by the U.S. government as critical to our national economic and security interests, and languages that typically require more time to build proficiency.

In 2001, almost 50 percent of schools required students to take a world language in Grade 8, double the percentage of schools in 1993; however, 12.5 percent of schools in the state still did not offer a world language to Grade 8 students.



Of those elementary and middle schools that offer world languages, 65 percent begin their world language program before Grade 7. The growth of world language instruction below Grade 6 is steady, from seven school districts in 1993 to 51 in 2001. At the same time, the percentage of districts that do not offer world languages until high school dropped from 15.8 percent to 8.8 percent. In 2001, 26 schools began world language instruction in kindergarten as compared to 1993, when no schools reported offering world language instruction in kindergarten. Typically, programs below Grade 4 are in Spanish; however, a few programs in Japanese, Italian and French are also offered.



World Language Offerings (continued)

At the high school level, 93.3 percent of comprehensive high schools in the state offer both Spanish and French, but fewer than half offer languages other than Spanish, Latin and French. While the number of schools offering Spanish, French and Latin has remained relatively stable since 1993, the number of schools offering German and Russian has decreased markedly. Overall, only Japanese experienced significant growth in the number of schools offering it.

The state-run vocational-technical school system does not offer a systematic and ongoing world language program. All other high schools in the state offer world language instruction, except a few alternative schools.

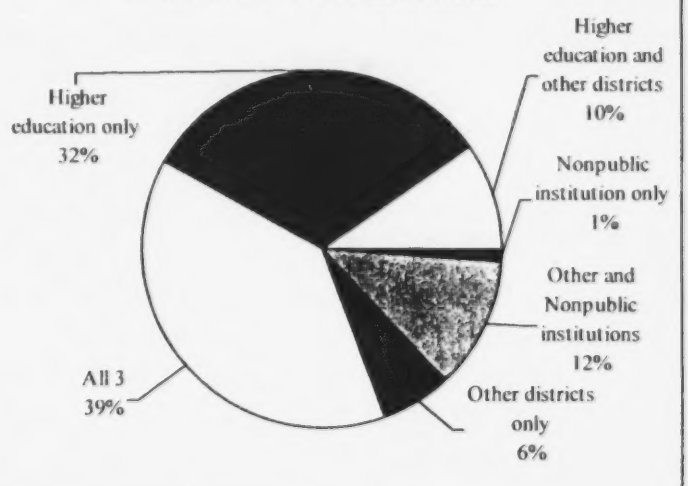
The number of high school students enrolled in world languages has increased by almost 28 percent since 1993. While Chinese, German and Russian saw decreases in enrollment, all other languages saw notable increases, except French, which remained stable.

Many middle and high schools supplement their own world language offerings by allowing students to take language courses at other institutions and districts. Just over 30 percent of high schools and middle schools allow students to take world language courses at colleges or universities, private schools, and/or other public school districts. Of the schools offering this option, 82.8 percent were high schools.

High School World Language Offerings and Enrollment 1993 and 2001

	Number of Schools Offering			Number of Students Enrolled		
Language	1993	2001	Percent Change	1993	2001	Percent Change
Spanish	139	145	4%	43,437	58,665	35%
French	139	140	1%	16,646	17,005	2%
Latin	100	99	-1%	4,676	7,687	64%
Italian	40	45	13%	3,119	4,251	36%
German	32	21	-34%	1,371	1,344	-2%
Japanese	3	10	233%	49	261	433%
Russian	20	8	-60%	255	178	-30%
Portuguese	2	1	-50%	86	139	62%
Chinese	2	2	0%	37	13	-65%
Other	3	3	0%	53	100	89%

Supplementing World Language Instruction: Instruction at Other Institutions


Higher education only 32%
Higher education and other districts 10%
Nonpublic institution only 1%
Other and Nonpublic institutions 12%
Other districts only 6%
All 3 39%

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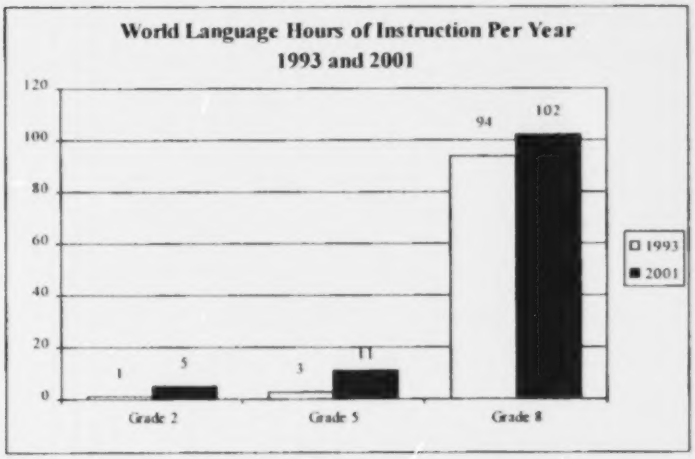


Hours of Instruction

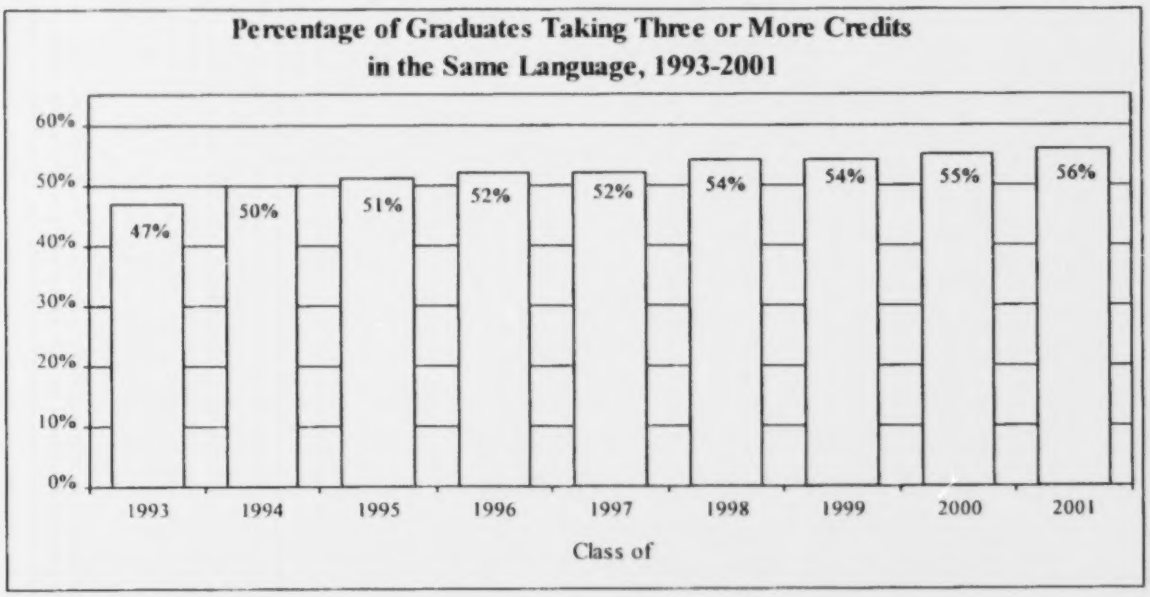
Since 1993, the average number of hours of instruction per year in world languages at the elementary and middle school levels have increased. The largest percentage increases are at Grades 2 and 5 (400% and 266%, respectively). In Grade 8, world language hours of instruction per year increased by 8.5 percent to 102 hours.

The average hours of instruction per year for Grades 2 and 5 remain low, which may be attributed to the fact that most schools start instruction after Grade 5. If we account for this factor by eliminating schools that do not offer world language instruction, 2001 average hours of instruction per year for kindergarten through Grade 5 increases from 7.5 hours for all schools to 35 hours for schools that offer some world language instruction.

Credits For Graduation

In accordance with Connecticut General Statutes, Section 10-16b, high schools are required to offer a planned program of instruction in at least one world language. While there is no state world language requirement for graduation, some districts do have a local requirement for graduation, and many universities require world language study for admission.

The percentage of students taking three or more credits in a world language has increased steadily over the years, from 32.2 percent for the class of 1984 to 47 percent for the class of 1993 to 56 percent for the class of 2001. In Connecticut, each graduation credit represents at least 120 hours of instruction.



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Facilities

Just as it is important to have areas designated for other core subject areas, it is important for world language instruction. Classrooms dedicated to world language instruction provide students with a wider variety of reference and cultural materials and allow world language teachers to arrange the space to meet the specific needs of teaching a world language. In many schools, these classrooms are further enhanced by the addition of computers, which allow students to use instructional software, do research on other cultures and visit non-English Internet sites.

Language labs are another major instructional resource for world language students and teachers. These multimedia areas are designed to allow students to practice and improve their world language skills through the use of video, voice and data systems. Computers and Internet capability are integral components of language labs. Over half of the high schools that have language labs reported having computers in their language labs. While language labs are generally found at the middle and high school levels, 29 elementary schools reported having them in 2001.

Facilities Devoted to World Language Instruction, Middle Schools and High Schools

	Middle Schools	High Schools
Language Labs	23%	39%
Percent of schools that have classroom(s) dedicated to world languages	73%	81%
Percent of schools that have dedicated classrooms with computers	65%	69%
Percent of schools that have dedicated classrooms with Internet-connected computers	61%	65%

Extracurricular Offerings

Many schools offer extracurricular activities related to specific languages. These activities supplement the curricular offerings that schools offer and allow students to practice their language skills. While participation in world language extracurricular activities is relatively low, it has increased since 1993.

World Language Extracurricular Activities 2001-02

	Schools	Enrollment		Schools	Enrollment
Spanish Club	84	2,912	World Language Club (general)	16	295
French Club	77	2,077	German Club	11	182
World Language Honor Societies	56	2,979	Japanese Club	4	47
State Latin Day	51	1,997	Chinese Club	2	40
Latin Club	34	1,129	Future World Language Teachers	2	5
Italian Club	29	827	Russian Club	1	40
International Club	21	521			

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Advanced Placement Tests

Since 1993, the number of students taking advanced placement tests in world languages has increased significantly. In 1993, 624 high school students took advanced placement tests in a world language. By 2001, that number had increased to 1,455.

Statewide, the percent of students achieving a score that would qualify them for credit in many colleges has decreased from 1993, but that is to be expected with the large increase in participation. In 2001, 72.1 percent scored high enough to earn college credit, as compared to 78.4 percent in 1993.

Advanced Placement Tests
1993 and 2001

	Number of schools		Number of Examinees	
Exam	1993	2001	1993	2001
French Language	44	63	250	384
French Literature	9	3	31	10
German	7	5	20	14
Latin – Vergil	6	7	15	32
Latin – Catullus/Horace	2	12	3	35
Spanish Language	48	93	303	952
Spanish Literature	1	9	2	28

International Education

Language study is integral to quality international education. Commissioner Theodore S. Sergi's August 2001 *Back to School Message* was entitled: "No School Is an Island: A Missing Piece in American and Connecticut Public Education - A Better Knowledge of the World and Its People." In that message, he states that "Each of us should pursue engaging every student in the study of a second language in early elementary school, broadening that learning experience to include culture, history, etc., and providing teachers and students more opportunities for exchanges and communication with those from other countries by travel and the use of technology."

The Connecticut State Board of Education's *Position Statement on International Education* (February 2002) states " . . . Connecticut's public schools should expand international education learning opportunities for all students in pre-kindergarten through Grade 12. International education promotes a knowledge and understanding of other countries - including their language, history, geography, religion, arts, and political and economic systems. It greatly enhances students' abilities to function successfully in a multicultural, economically interdependent world."

International trips and exchanges are an excellent way for students to experience different cultures, languages and traditions. In 2000-01, 2,811 students from 87 schools participated in school-sponsored international trips. The same year, 50 Connecticut schools participated in exchange programs that either allowed Connecticut students to study abroad or had international students attend Connecticut schools. These exchanges involved 23 countries on five continents and more than 420 students.

Student International Trips and Exchanges 2000-01

	Number of Students	
Destination	Trips	Exchanges
Africa	5	17
Asia	0	43
Australia and New Zealand	3	3
Canada	843	0
England	15	15
Europe (multiple locations)	250	N/A
France	656	166
Italy	357	26
Mexico	58	70
Spain	459	65
Other Countries – Europe	103	48
Other Countries – The Americas	62	33

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2000-01 Pen Pal Programs:
Countries with which Schools had Programs

Africa	Asia	Europe	The Americas
Egypt	China	Belgium	Argentina
Namibia	India	England	Belize
Senegal	Japan	France	Brazil
South Africa	Russia*	Germany	Colombia
Togo		Greece	Costa Rica
		Ireland	Honduras
		Italy	Mexico
		Lithuania	Venezuela
		Poland	
		Russia*	
		Spain	
		Sweden	

* *Note – Russia is geographically part of both Asia and Europe, so it is included in both here.*

International Education (continued)

Pen pal and partnership programs are strategies to expose Connecticut's schoolchildren to international languages and cultures. In 2000-01, 48 schools had pen pal programs with 28 different countries. In many cases, schools had contacts with more than one other country. At the same time, 15 schools established formal partnerships with schools in other countries. The Connecticut State Department of Education currently has agreements with Spain, Italy, France and China to promote the study of language and culture, school partnerships and exchanges.

Progress in Our Schools

The data show conclusively that Connecticut schools have made much progress in increasing offerings and enrollments in world languages in the past 10 years. However, much remains to be done. Access to long sequences in language study, choice of language and opportunities for children to participate in international exchanges must be expanded to provide a strong, meaningful, quality education in world languages and cultures.

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District Summary Profile of World Languages

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District Summary Profile of World Languages

District	ERG	Grade Range	Number Of Pupils in District	Professional Staff: FTE Staff	Professional Staff: Students Per FTE Staff (1)	Professional Staff: Percent BEST Trained	Offerings: Average Number of Languages Offered (2) Elem.	Offerings: Mid.	Offerings: High	Offerings: Avg. Number of WL Courses per H.S. (3)	Instructional Time: Avg. Hours Per Year Grades K-5	Instructional Time: Grades 6-8	Program: Start Grade of Ongoing WL Instruction (2)	Program: Pct. of Grade 8 Students in H.S. Level WL	Program: Pct. of Graduates Taking Lvl. 3 or Higher in a Language	Program: Credit Given for WL Courses Taken at Other Institutions	Advanced Placement: No. of Subjects Tested	Advanced Placement: Pct. of Students Scoring 3 or above
ANDOVER	C	K-6	347	0.4	867.5	0%	1.0				23.0	48.0	4					
ANSONIA	H	PK-12	2594	5.5	471.6	33%		1.0	4.0	9.0	0.0	113.4	6	0%	46%	No	0	N/A
ASHFORD	E	PK-8	596	1.0	596.0	0%	1.0				8.4	58.8	7	0%		Some		
AVON	A	K-12	2991	12.4	241.2	21%		2.0	3.0	14.0	0.0	92.3	6	90%	70%		3	67.9
BARKHAMSTED	C	PK-6	334	0.6	556.7	0%	1.0				21.6	32.4	None					
BERLIN	D	PK-12	3304	8.0	413.0	63%		2.0	3.0	15.0	0.0	13.6	8	15%	72%	No	1	0
BETHANY	C	PK-6	598	1.0	598.0	0%	1.0				26.0	48.0	1					
BETHEL	B	PK-12	3228	11.0	293.5	40%		2.0	4.0	17.0	0.0	86.0	7	67%	70%	Some	2	44.4
BLOOMFIELD	F	PK-12	2617	8.0	327.1	0%		2.0	2.0	10.0	2.1	56.3	7	0%	48%	No	2	0
BOLTON	C	K-12	981	6.0	163.5	0%	1.0		3.0	12.0	41.5	67.0	2	100%	74%	No	2	22.2
BOZRAH	C	PK-8	264	0.0	N/A	N/A					0.0	0.0	None	0%				
BRANFORD	D	PK-12	3765	16.6	226.8	24%		2.0	3.0	13.0	1.4	107.5	7	89%	62%	Some	0	N/A
BRIDGEPORT	I	PK-12	22796	28.0	814.1	7%	1.1		4.0	10.5	6.3	39.2	K	20%	40%	Some	3	83.7
BRISTOL	H	PK-12	8927	16.6	537.8	18%			4.0	17.5	0.0	0.0	9	0%	51%	Some	1	58.3
BROOKFIELD	B	PK-12	3058	11.2	274.3	31%		2.0	4.0	16.0	0.0	66.0	7	87%	81%	No	2	87
BROOKLYN	E	PK-8	927	1.0	927.0	100%		1.0			0.0	50.0	8	0%		No		
CANAAN	E	K-8	129	0.5	258.0	0%	1.0				8.0	104.0	7	73%				
CANTERBURY	E	PK-8	577	1.0	577.0	0%		1.0			4.5	81.0	5	100%		No		
CANTON	C	PK-12	1621	4.6	352.4	17%			2.0	10.0	0.0	96.0	7	60%	58%	Yes	0	N/A
CHAPLIN	G	K-6	243	0.4	607.5	0%	1.0				17.0	18.0	5					
CHESHIRE	B	PK-12	5038	12.9	390.5	7%		4.0	5.0	16.0	0.0	35.0	8	23%	69%	No	2	8.7
CHESTER	E	PK-6	317	1.0	317.0	0%	1.0				27.0	0.0	K					
CLINTON	D	PK-12	2208	7.6	290.5	25%	1.0	2.0	2.0	10.0	15.0	84.0	7	70%	54%	Some	0	N/A
COLCHESTER	D	PK-12	3102	9.0	344.7	11%		2.0	2.0	8.0	0.0	63.0	7	46%	54%	No	0	N/A
COLEBROOK	E	PK-6	135	0.0	N/A	N/A					0.0	0.0	None					
COLUMBIA	D	PK-8	715	2.0	357.5	0%	2.0				0.0	100.0	7	96%				
CORNWALL	C	K-8	187	0.6	311.7	0%	1.0				4.0	76.0	6	56%				
COVENTRY	E	PK-12	2074	6.0	345.7	17%	1.0	2.0	2.0	7.0	2.2	45.2	6	93%	66%	No	0	N/A
CROMWELL	E	K-12	1832	5.4	339.3	17%		2.0	2.0	10.0	0.0	80.0	7	86%	70%	Some	0	N/A
DANBURY	H	PK-12	9567	18.4	519.9	29%		2.0	3.0	7.5	0.0	92.3	7	34%	43%	No	2	75
DARIEN	A	PK-12	3944	17.0	232.1	24%		2.0	3.0	13.0	0.0	109.2	6	0%	77%	No	2	100
DEEP RIVER	C	K-6	389	1.0	389.0	0%	1.0				27.0	0.0	None					
DERBY	H	PK-12	1582	2.0	791.0	0%			3.0	11.0	0.0	0.0	9	0%	37%	Yes	0	N/A
EASTFORD	E	K-8	168	0.0	N/A	N/A					0.0	0.0	None	0%				
EAST GRANBY	C	K-12	884	3.8	232.6	25%	1.0	2.0	2.0	10.0	20.0	97.0	4	90%	70%	Some	0	N/A
EAST HADDAM	E	PK-12	1371	4.0	342.8	25%		2.0	2.0	8.0	0.0	63.0	6	21%	34%	Some	1	0
EAST HAMPTON	D	PK-12	2010	5.9	338.4	50%		2.0	3.0	11.0	0.0	68.8	7	71%	55%	Some	0	N/A
EAST HARTFORD	H	PK-12	7929	16.4	483.5	53%		2.0	4.0	17.0	0.0	80.0	7	28%	51%	No	2	80
EAST HAVEN	G	PK-12	4164	10.0	416.4	40%	0.5	2.0	4.0	17.0	0.0	21.2	7	11%	55%	Some	1	0
EAST LYME	D	PK-12	3244	14.4	225.3	13%		2.0	5.0	16.0	0.0	69.0	6	0%	79%	Some	2	68
EASTON	A	PK-8	1077	3.2	333.4	20%		3.0			6.3	126.0	5	89%		No		
EAST WINDSOR	G	PK-12	1588	2.8	567.1	0%		2.0	2.0	8.0	0.0	52.5	7	70%	55%	No	0	N/A
ELLINGTON	C	PK-12	2283	8.0	285.4	13%		2.0	3.0	14.0	0.0	86.0	7	62%	67%	No	1	0
ENFIELD	F	PK-12	6752	19.2	351.7	25%		2.0	3.0	14.0	0.0	26.7	7	41%	60%	No	2	57.1
ESSEX	C	PK-6	552	0.0	N/A	N/A					0.0	0.0	None					
FAIRFIELD	B	PK-12	8284	36.1	229.5	24%	1.0	2.0	4.0	20.0	20.0	72.0	4	71%	72%	Some	3	95
FARMINGTON	B	PK-12	4155	22.2	187.2	21%	1.0	1.0	3.0	14.0	22.0	104.0	3	86%	86%	Some	2	80.8
FRANKLIN	E	K-8	203	0.8	253.8	100%	1.0				0.0	150.0	6	100%				
GLASTONBURY	B	PK-12	6336	37.5	169.0	37%	1.4	4.0	5.0	18.0	43.0	110.0	2	98%	79%	Some	4	88.9
GRANBY	B	K-12	2087	5.8	359.8	0%		2.0	2.0	10.0	0.0	70.5	7	89%	57%	Some	2	27.3

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Languages Offered in District										Facilities (4)						Extracurricular Activities		International Programs, Exchanges and Trips			
										Language Labs			Classrooms Dedicated to WL Instruction			Average Number of Activities Offered					
										Average Rating (5) Scale of 0 - 4 with 1 = Poor and 4 = Excellent			A = all schools N = no schools S = some schools								
Chinese	French	German	Italian	Japanese	Latin	Polish	Portuguese	Russian	Spanish	Other	Middle School	High School	Do Language Labs have Computerized Stations?	Elem.	Mid.	High	Mid.	High	Elem. Schools Participate in International Peer Pals Pgms	Number of Students Participating in Trips	Number of Students Involved in Exchanges	District
									X					N					Yes	0	0	ANDOVER
	X			X	X				X	X	0.0	4.0	No	S	A	A	0	0	No	0	0	ANSONIA
									X					A					No	0	0	ASHFORD
	X				X				X		0.0	0.0		N	A	A	0	2	No	0	0	AVON
									X					N					No	0	0	BARKHAMSTED
	X							X	X		0.0	3.0	No	N	A	A	0	1	No	0	0	BERLIN
									X					A				2	No	0	0	BETHANY
	X		X		X				X		0.0	0.0		N	A	A	0		No	0	0	BETHEL
	X								X		3.0	3.0	No	N	A	A	0	2	No	40	0	BLOOMFIELD
	X				X				X			0.0		A		A		5	No	62	1	BOLTON
														N					No	0	0	BOZRAH
	X				X				X		1.0	1.0	Yes	N	A	A	3	6	No	0	3	BRANFORD
X	X		X	X	X		X		X			2.0	Some	S		S		1	No	0	0	BRIDGEPORT
	X		X		X				X		0.0	3.0	No	N	N	A	1	4.5	No	43	0	BRISTOL
	X		X		X				X		0.0	0.0		N	A	A	0	0	No	0	0	BROOKFIELD
									X		0.0			N	A		0		No	0	0	BROOKLYN
									X					N					No	11	0	CANAAN
									X					N	A		0		No	0	0	CANTERBURY
	X								X			1.0	No	N		A		1	No	38	5	CANTON
									X					N					No	0	0	CHAPLIN
	X	X		X	X				X		0.0	0.0		N	A	A	1	1	No	0	6	CHESHIRE
									X					N					No	0	0	CHESTER
	X								X		2.0	1.0	No	N	A	A	0	3	No	0	0	CLINTON
	X								X		0.0	4.0	Yes	N	A	A	0	0	No	0	0	COLCHESTER
														N					No	0	0	COLEBROOK
	X								X					A					No	0	0	COLUMBIA
									X					N					No	0	0	CORNWALL
	X								X		0.0	0.0		N	A	A	0	1	Some	0	0	COVENTRY
	X								X		0.0	0.0		N	A	A	1	2	No	0	0	CROMWELL
	X		X						X		3.0	1.5	No	N	A	S	0	0.5	No	40	0	DANBURY
	X				X				X		4.0	4.0	No	N	A	A	0	5	No	15	0	DARIEN
									X					N					No	0	0	DEEP RIVER
	X		X						X			0.0		N		A		3	No	0	0	DERBY
														N					No	0	0	EASTFORD
	X								X		0.0	0.0		N	A	A	0	0	No	11	0	EAST GRANBY
	X								X		0.0	2.0	No	N	A	A	0	2	No	0	1	EAST HADDAM
	X				X				X		0.0	0.0		N	A	A	1	2	No	0	3	EAST HAMPTON
X	X				X				X		3.0	3.0	No	N	N	N	0	2	No	0	0	EAST HARTFORD
	X		X		X				X		0.0	0.0		N	A	A	0	5	No	0	0	EAST HAVEN
	X	X		X	X				X		0.0	4.0	No	N	A	A	0	5	No	9	0	EAST LYME
	X								X					N	A		0		No	0	0	EASTON
	X								X		0.0	0.0		N	A	A	2	2	No	0	2	EAST WINDSOR
	X				X				X		0.0	0.0		N	A	A	2	3	No	0	0	ELLINGTON
	X				X				X		0.0	0.0		N	A	A	0	2.5	No	73	65	ENFIELD
														N					No	0	0	ESSEX
	X		X		X				X		3.7	3.0	No	N	S	A	0.33	6	Some	8	9	FAIRFIELD
	X				X				X			4.0	Yes	N	A	A	4	6	No	30	1	FARMINGTON
									X					A					No	0	0	FRANKLIN
	X			X	X			X	X		3.0	2.0	Some	S	A	A	5	10	Some	75	24	GLASTONBURY
	X								X		0.0	0.0		N	A	A	1	1	No	0	20	GRANBY

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District Summary Profile of World Languages

District	ERG	Grade Range	Number Of Pupils in District	Professional Staff: FTE Staff	Students Per FTE Staff (1)	Percent BEST Trained	Offerings: Average Number of Languages Offered (2) Elem.	Mid.	High	Avg. Number of WL Courses per H.S. (3)	Instructional Time: Avg. Hours Per Year Grades K-5	Grades 6-8	Program: Start Grade of Ongoing WL Instruction (2)	Pct. of Grade 8 Students in H.S. Level WL	Pct. of Graduates Taking Lvl. 3 or Higher in a Language	Credit Given for WL Courses Taken at Other Institutions	Advanced Placement: No. of Subjects Tested	Pct. of Students Scoring 3 or above
GREENWICH	B	PK-12	8800	33.6	261.9	14%	1.0	2.0	5.0	19.0	7.6	112.5	K	73%	68%	No	3	97
GRISWOLD	G	PK-12	2119	5.0	423.8	60%			2.0	8.0	0.0	35.0	7	0%	56%	No	0	N/A
GROTON	F	PK-12	5844	16.5	354.2	19%		2.0	3.0	12.0	0.0	51.3	6	44%	66%	Some	1	50
GUILFORD	B	PK-12	3916	11.6	337.6	23%	1.0	2.0	3.0	14.0	0.9	80.0	7	67%	55%	No	2	87.5
HAMDEN	D	PK-12	6306	24.0	262.8	42%		3.0	4.0	19.0	0.0	24.5	7	31%	62%	No	3	52.9
HAMPTON	E	K-6	180	0.3	600.0	0%	1.0				16.5	39.6	3					
HARTFORD	I	PK-12	22276	20.0	1113.8	18%	0.8	1.5	3.3	10.7	14.4	11.3	7	0%	35%	Some	1	90.9
HARTLAND	E	PK-8	273	1.0	273.0	0%	2.0				28.5	108.0	6	100%				
HEBRON	C	PK-6	1040	0.5	2080.0	0%	1.0				32.0	36.0	4					
KENT	E	PK-8	331	1.0	331.0	0%	4.0				27.0	104.0	3	35%				
KILLINGLY	H	PK-12	3015	6.2	486.3	33%		2.0	3.0	13.0	1.6	52.5	8	24%	36%	No	1	25
LEBANON	E	PK-12	1510	5.7	264.4	29%	1.0	2.0	3.0	13.0	12.0	97.5	1	52%	47%	No	0	N/A
LEDYARD	C	PK-12	3137	8.4	373.5	11%		2.0	3.0	12.0	0.0	32.1	8	36%	45%	No	1	0
LISBON	E	PK-8	628	1.0	628.0	0%	1.0				4.0	56.0	5	0%				
LITCHFIELD	C	PK-12	1401	6.5	215.5	0%	1.0		3.0	14.0	17.0	88.0	1	91%	74%	No	3	16.7
MADISON	B	PK-12	3571	11.1	321.7	38%		2.0	3.0	14.0	0.0	58.3	7	0%	67%	No	3	62.5
MANCHESTER	F	PK-12	7764	18.0	431.3	33%	1.0	2.0	4.0	15.0	3.5	29.3	2	3%	61%	No	0	N/A
MANSFIELD	C	PK-8	1417	5.4	263.9	14%	1.0	4.0			28.7	72.0	2	73%		No		
MARLBOROUGH	B	PK-6	641	1.0	641.0	100%	1.0				16.0	63.0	3					
MERIDEN	H	PK-12	8698	18.1	480.6	15%		1.5	5.0	20.0	0.0	305.6	8	24%	47%	No	2	39.3
MIDDLETOWN	H	PK-12	5108	11.8	432.9	50%		2.0	3.0	14.0	0.0	67.2	7	75%	64%	Some	2	75
MILFORD	F	PK-12	7368	21.5	342.7	13%		1.0	4.0	9.3	0.0	85.5	6	44%	57%	Yes	1	78.9
MONROE	B	PK-12	4090	13.8	296.4	40%	2.0	2.0	4.0	18.0	2.6	77.0	5	62%	76%	No	0	N/A
MONTVILLE	F	PK-12	2931	12.8	229.0	15%	1.0	3.0	1.0	5.0	30.0	96.0	2	38%	48%	No	2	22.2
NAUGATUCK	F	PK-12	5597	12.1	462.6	0%		1.5	3.0	14.0	0.0	88.0	6	30%	65%	No	1	100
NEW BRITAIN †	I	PK-12	10558	13.5	782.1	8%	1.0	1.0	4.0	12.0	64.8	82.1	K	20%	40%	No	1	0
NEW CANAAN	A	PK-12	3886	17.6	220.8	24%		3.0	3.0	15.0	0.0	135.0	6	88%	68%	Yes	4	64.4
NEW FAIRFIELD	B	PK-12	3088	10.6	291.3	36%		2.0	3.0	14.0	0.0	98.0	6	0%	79%	No	1	40
NEW HARTFORD	C	PK-6	650	0.5	1300.0	100%	1.0				5.3	48.0	5				4	57.7
NEW HAVEN	I	PK-12	20201	53.0	381.2	13%	1.4	1.5	2.8	8.2	9.7	81.9	5	3%	37%	Some		
NEWINGTON	D	PK-12	4495	13.2	340.5	27%		2.0	4.0	20.0	0.0	56.3	6	96%	63%	Some	2	25
NEW LONDON	I	PK-12	3166	5.2	608.8	0%		2.0	2.0	8.0	0.0	48.4	7	32%	20%	Some	0	N/A
NEW MILFORD	D	PK-12	5135	15.4	333.4	38%		3.0	5.0	13.0	0.0	86.0	7	54%	76%	No	2	94.1
NEWTOWN	B	PK-12	5018	15.6	321.7	13%		2.0	3.0	14.0	0.0	58.8	7	79%	82%	No	1	75
NORFOLK	E	PK-6	165	0.4	412.5	0%	1.0				29.0	36.0	3					
NORTH BRANFORD	D	PK-12	2420	6.0	403.3	17%		2.0	7.0	13.0	0.0	100.8	7	44%	65%	Some	1	71.4
NORTH CANAAN	G	PK-8	382	1.0	382.0	0%	1.0				0.0	104.0	6	86%				
NORTH HAVEN	D	PK-12	3755	14.6	257.2	20%		3.0	4.0	19.0	0.0	105.0	6	94%	89%	Some	2	100
NORTH STONINGTON	E	K-12	883	3.4	259.7	0%		2.0	3.0	9.0	0.0	56.3	6	0%	56%	No	0	N/A
NORWALK	H	PK-12	11062	32.4	341.4	15%		2.5	6.5	15.3	0.0	90.3	6	16%	61%	No	3	76.5
NORWICH ††	H	PK-12	4144	5.0	828.8	0%	1.0	2.0		0.0	4.0	63.8	K	11%	0%	No	0	N/A
OLD SAYBROOK	D	PK-12	1602	10.6	151.1	18%	2.0	2.0	3.0	15.0	50.0	144.0	K	78%	75%	Yes	2	40.6
ORANGE	B	PK-6	1336	4.0	334.0	0%	1.0				42.2	48.0	1					
OXFORD	C	PK-8	1405	1.0	1405.0	100%		1.0			0.0	91.0	7	27%		No		
PLAINFIELD	G	PK-12	2750	5.0	550.0	0%		2.0	4.0	18.0	0.0	25.7	8	24%	54%	No	0	N/A
PLAINVILLE	G	PK-12	2696	7.5	359.5	25%		3.0	3.0	12.0	0.0	42.0	8	0%	54%	Some	1	0
PLYMOUTH	G	PK-12	1941	3.0	647.0	33%		1.0	2.0	10.0	0.0	43.0	8	62%	55%	Yes	0	N/A
POMFRET	C	PK-8	533	1.0	533.0	0%	1.0				0.0	80.0	7	88%				
PORTLAND	E	PK-12	1429	4.4	324.8	25%		2.0	3.0	12.0	0.0	84.0	6	0%	49%	Some	0	N/A
PRESTON	C	K-8	515	0.8	643.8	0%		3.0			0.0	110.0	7	65%		No		
PUTNAM	H	PK-12	1399	4.2	333.1	20%		2.0	2.0	9.0	0.0	46.1	7	0%	45%	No	1	33.3
REDDING	A	PK-8	1233	5.3	230.9	17%		3.0			10.0	120.0	5	94%		No		
RIDGEFIELD	A	PK-12	5088	19.0	268.1	14%		5.0	5.0	16.0	0.0	86.7	6	87%	74%	Some	3	67.9
ROCKY HILL	D	PK-12	2423	7.0	346.1	25%		2.0	3.0	14.0	0.0	86.0	7	88%	59%	Some	0	N/A
SALEM	C	PK-8	599	2.0	299.5	50%	2.0				8.0	104.0	6	97%				

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Languages Offered in District										Facilities (4)					Extracurricular Activities		International Programs, Exchanges and Trips			
										Language Labs			Classrooms Dedicated to WL Instruction			Average Number of Activities Offered					
										Average Rating (5) Scale of 0 - 4 with 1 = Poor and 4 = Excellent			A = all schools N = no schools S = some schools							
Chinese	French	German	Italian	Japanese	Latin	Polish	Portuguese	Russian	Spanish	Other	Middle School	High School	Do Language Labs have Computerized Stations?	Elem.	Mid.	High	Mid.	High	Elem. Schools Participate in International Pen Pals Pgms.	Number of Students Participating in Trips	Number of Students Involved in Exchanges	District
	X	X	X		X				X		0.0	4.0	Some	N	A	A	2.33	2	No	56	0	GREENWICH
	X								X			3.0	No	N	N	A	0	0	No	20	1	GRISWOLD
	X				X				X		0.0	1.0	No	N	A	A	0	5	No	32	3	GROTON
	X				X				X		0.0	0.0		N	A	A	0	3	Some	0	15	GUILFORD
	X		X		X				X		0.0	4.0	Yes	N	A	A	1	6	No	31	0	HAMDEN
									X					A					No	0	0	HAMPTON
	X		X	X	X				X	X	0.0	0.0		S	S	A	0.75	1.67	No	52	0	HARTFORD
			X						X					N					No	0	0	HARTLAND
									X					S					No	0	0	HEBRON
	X	X							X	X				N					Yes	0	0	KENT
	X				X				X		0.0	0.0		N	N	A	0	0	No	0	0	KILLINGLY
	X				X				X		0.0	0.0		N	A	A	1	4	No	15	0	LEBANON
	X	X							X		2.0	0.0	Yes	N	N	A	1	4	No	30	12	LEDYARD
									X					A					No	0	0	LISBON
	X		X		X				X					N		A		8	No	70	1	LITCHFIELD
	X				X				X		0.0	0.0		N	A	A	0	5	No	20	0	MADISON
	X		X		X				X		0.0	0.0		N	A	A	1.5	6	No	0	0	MANCHESTER
	X	X			X				X		0.0			N	A		3		No	0	0	MANSFIELD
									X					A					No	0	0	MARLBOROUGH
	X	X	X		X				X		0.0	0.5	No	N	S	S	0.5	2	No	0	0	MERIDEN
	X				X				X		2.0	3.0	Some	S	A	A	0	6	No	5	0	MIDDLETOWN
	X		X		X				X		0.0	3.0	No	N	A	A	1.67	3.5	No	35	0	MILFORD
	X	X			X				X		0.0	0.0		S	A	A	0	5	No	55	1	MONROE
X	X								X		0.0	0.0		N	A	S	2	1.5	Some	12	2	MONTVILLE
	X		X						X		0.5	0.0	No	N	S	A	0	1	No	0	0	NAUGATUCK
	X		X			X			X		0.0	0.0		S	A	A	0	5	No	0	0	NEW BRITAIN†
	X				X				X		4.0	1.0	No	N	A	A	4	4	No	78	0	NEW CANAAN
	X				X				X		3.0	0.0	No	N	N	A	1	4	No	0	0	NEW FAIRFIELD
									X					S					No	0	0	NEW HARTFORD
X	X		X		X				X		0.3	0.8	Yes	S	S	S	0.14	2.2	Some	82	0	NEW HAVEN
	X		X		X				X		0.0	0.0		N	A	A	1	8	No	39	0	NEWINGTON
	X								X		0.0	2.0	No	N	A	A	0	0	No	0	0	NEW LONDON
	X	X			X			X	X					N	N	A	0	2	No	45	1	NEW MILFORD
	X				X				X		0.0	3.0	No	N	A	A	0	4	No	86	0	NEWTOWN
									X					N					No	0	0	NORFOLK
X	X	X	X	X			X		X		0.0	0.0		N	N	A	0	2	No	38	1	NORTH BRANFORD
									X					A					No	0	0	NORTH CANAAN
	X		X		X				X		0.0	0.0		N	A	A	0	6	No	0	0	NORTH HAVEN
	X				X				X		0.0	0.0		N	A	A	0	3	No	21	0	NORTH STONINGTON
	X	X	X	X	X				X	X	2.5	1.7	No	N	S	S	0	4.33	No	38	41	NORWALK
	X								X		0.0	0.0		N	A	N	0	0	No	0	0	NORWICH ††
	X				X				X		0.0	2.0	No	N	A	A	0	2	No	23	0	OLD SAYBROOK
									X					S					No	0	0	ORANGE
									X		0.0			N	A		0		No	0	0	OXFORD
	X	X			X				X		2.0	0.0	No	N	A	A	1	0	No	0	2	PLAINFIELD
	X		X						X		0.0	0.0		N	A	A	0	5	No	33	23	PLAINVILLE
	X								X		0.0	0.0		N	N	A	2	1	No	34	0	PLYMOUTH
	X								X					N					No	0	0	POMFRET
	X				X				X		0.0	3.0	No	N	N	A	0	2	No	26	16	PORTLAND
	X				X				X		0.0			N	N		0		No	0	0	PRESTON
	X								X		0.0	0.0		N	A	N	0	0	No	0	0	PUTNAM
	X				X				X		0.0			N	A		0		No	0	0	REDDING
	X	X	X		X				X		0.0	2.0	Yes	N	A	A	2	5	No	16	0	RIDGEFIELD
	X				X				X		0.0	0.0		N	A	A	3	2	No	55	0	ROCKY HILL
	X								X					N					No	0	0	SALEM

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District Summary Profile of World Languages

District	ERG	Grade Range	Number Of Pupils in District	Professional Staff: FTE Staff	Students Per FTE Staff (1)	Percent BEST Trained	Offerings: Average Number of Languages Offered (2) Elem.	Mid.	High	Avg. Number of WL Courses per H.S. (3)	Instructional Time: Avg. Hours Per Year Grades K-5	Grades 6-8	Program: Start Grade of Ongoing WL Instruction (2)	Pct. of Grade 8 Students in H.S. Level WL	Pct. of Graduates Taking Lvl. 3 or Higher in a Language	Credit Given for WL Courses Taken at Other Institutions	Advanced Placement: No. of Subjects Tested	Pct. of Students Scoring 3 or above
SALISBURY	C	PK-8	387	1.0	387.0	0%	1.0				12.0	49.5	6	45%				
SCOTLAND	E	K-6	150	0.3	500.0	0%	1.0				21.5	36.0	4					
SEYMOUR	F	PK-12	2874	6.0	479.0	17%		2.0	2.0	8.0	0.0	19.0	9	0%	47%	Some	0	N/A
SHARON	E	PK-8	278	1.0	278.0	100%	4.0				25.5	100.0	3	0%				
SHELTON	D	PK-12	5480	11.8	464.4	33%		4.0	3.0	14.0	0.0	23.4	8	32%	68%	No	3	83.3
SHERMAN	C	K-8	477	1.0	477.0	0%	1.0				0.0	80.0	7	100%				
SIMSBURY	A	PK-12	5016	17.4	288.3	47%	1.0	4.0	4.0	20.0	0.0	72.4	6	85%	77%	No	3	91.7
SOMERS	C	PK-12	1665	7.5	222.0	25%	1.0	2.0	1.0	8.0	28.5	84.0	6	48%	18%	No	1	50
SOUTHINGTON	D	PK-12	6687	21.0	318.4	23%		2.0	5.0	18.0	0.0	86.0	7	31%	63%	No	2	100
SOUTH WINDSOR	B	PK-12	5110	19.1	267.5	25%		2.0	5.0	16.0	0.0	90.0	7	94%	70%	No	1	100
SPRAGUE	G	PK-8	370	1.0	370.0	0%	1.0				26.0	50.0	8	0%				
STAFFORD	G	PK-12	1997	5.0	399.4	20%		2.0	2.0	8.0	0.0	106.2	7	56%	34%	No	0	N/A
STAMFORD	H	PK-12	15053	31.4	479.4	23%	0.8	2.0	4.0	18.0	5.9	68.4	K	43%	50%	No	3	79.3
STERLING	G	PK-8	442	0.0	N/A	N/A					0.0	0.0	None	0%				
STONINGTON	F	PK-12	2423	8.3	291.9	11%		2.0	3.0	11.0	0.0	45.0	7	0%	52%	Some	0	N/A
STRATFORD	F	PK-12	7453	24.0	310.5	33%		2.0	2.5	12.0	0.0	31.0	7	94%	57%	Some	2	36.8
SUFFIELD	C	PK-12	2254	9.2	245.0	30%	1.0	2.0	3.0	14.0	18.8	100.0	5	65%	68%	Some	2	73.3
THOMASTON	G	PK-12	1257	0.8	1571.3	100%			2.0	8.0	0.0	0.0	9	0%	64%	No	0	N/A
THOMPSON	G	PK-12	1376	3.0	458.7	0%		1.0	3.0	8.0	4.4	30.8	7	20%	37%	No	0	N/A
TOLLAND	D	PK-12	2900	11.8	245.8	46%	1.0	2.0	3.0	16.0	25.5	87.0	7	86%	60%	Some	1	100
TORRINGTON	F	PK-12	4949	14.8	334.4	29%	1.0	3.0	5.0	19.0	4.1	80.0	7	0%	48%	No	2	75
TRUMBULL	B	PK-12	6326	22.0	287.5	48%		2.0	5.0	16.0	0.0	101.5	6	71%	79%	Some	2	90
UNION	E	PK-8	71	0.0	N/A	N/A	1.0				0.0	0.0	None	0%				
VERNON	F	PK-12	4069	14.7	276.8	20%		2.0	4.0	16.0	0.0	84.0	7	93%	53%	No	3	69.2
VOLUNTOWN	G	PK-8	355	0.2	1775.0	0%	1.0				0.0	22.5	7	0%				
WALLINGFORD	F	PK-12	7169	18.4	389.6	16%		2.0	4.0	14.5	0.0	75.0	6	64%	56%	Some	1	66.7
WATERBURY	I	PK-12	16762	26.3	637.3	15%	1.0		3.6	15.7	12.6	14.4	K	1%	52%	No	1	76.2
WATERFORD	F	PK-12	3046	15.3	198.7	12%	1.0	2.0	3.0	14.0	36.0	105.0	K	53%	58%	No	0	N/A
WATERTOWN	D	PK-12	3608	5.8	622.1	29%		2.0	3.0	14.0	0.0	52.8	7	56%	46%	No	2	66.7
WESTBROOK	C	PK-12	1044	6.0	174.0	17%	1.0	2.0	3.0	14.0	34.5	90.0	3	86%	61%	Some	0	N/A
WEST HARTFORD	B	PK-12	9531	44.0	216.5	17%	1.0	2.0	3.5	24.5	16.4	114.0	1	88%	79%	Some	4	93.1
WEST HAVEN	H	PK-12	7362	9.7	759.0	30%		1.0	4.0	16.0	0.0	28.8	7	28%	47%	No	0	N/A
WESTON	A	PK-12	2367	13.0	182.6	25%	1.0	2.0	3.0	13.0	33.5	117.5	5	0%	72%	Some	1	92.9
WESTPORT	A	PK-12	5007	28.0	179.1	37%	1.8	2.0	5.0	19.0	34.0	127.5	K	43%	72%	Yes	3	82.2
WETHERSFIELD	D	PK-12	3550	10.0	355.0	9%		2.0	5.0	16.0	0.0	44.0	7	71%	70%	Some	2	80
WILLINGTON	C	PK-8	625	1.3	500.0	0%	1.0	2.0		20.0	20.7	105.0	6	45%		No		
WILTON	A	PK-12	4030	20.0	201.5	38%	2.0	2.0	5.0	0.0	5.0	123.0	5	0%	75%	No	2	92
WINCHESTER ††	G	PK-12	1128	0.0	N/A	N/A					0.0	0.0	9	0%	0%	No	0	N/A
WINDHAM	I	PK-12	3550	7.4	479.7	13%		2.0	3.0	14.0	0.0	50.6	7	0%	52%	Some	1	100
WINDSOR	D	PK-12	4424	13.8	320.6	21%		2.0	3.0	14.0	0.0	71.0	7	40%	40%	Some	2	75
WINDSOR LOCKS	F	PK-12	2015	9.6	209.9	18%	1.0	1.0	2.0	8.0	33.0	94.5	K	96%	50%	No	0	N/A
WOLCOTT	F	PK-12	2987	9.8	304.8	20%		2.0	3.0	11.0	0.0	92.0	7	70%	85%	No	1	0
WOODBRIDGE	A	PK-6	962	3.0	320.7	0%	2.0				21.8	27.0	None					
WOODSTOCK	C	PK-8	924	1.0	924.0	0%		1.0			0.0	50.0	8	0%		No		
REGION 1	E	9-12	565	3.4	166.2	25%			4.0	15.0			9		62%	No	2	33.3
REGION 4	C	7-12	835	7.0	119.3	29%		3.0	3.0	14.0		78.8	7	51%	31%	Some	2	63.2
REGION 5	B	7-12	2351	22.6	104.0	32%		2.0	3.0	16.0		147.0	7	20%	75%	No	5	78.4
REGION 6	C	K-12	1088	4.0	272.0	25%			3.0	17.0	0.0	31.5	7	49%	72%	Yes	0	N/A
REGION 7	C	7-12	1061	6.4	165.8	14%		2.0	4.0	14.0		135.0	7	46%	56%	No	0	N/A
REGION 8	C	7-12	1503	9.0	167.0	20%		3.0	4.0	17.0		94.5	7	75%	73%	Some	2	100

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Languages Offered in District										Facilities (4)						Extracurricular Activities		International Programs, Exchanges and Trips			
										Language Labs			Classrooms Dedicated to WL Instruction			Average Number of Activities Offered					
										Average Rating (5) Scale of 0 - 4 with 1 = Poor and 4 = Excellent			A= all schools N = no schools S = some schools								
Chinese	French	German	Italian	Japanese	Latin	Polish	Portuguese	Russian	Spanish	Other	Middle School	High School	Do Language Labs have Computerized Stations?	Elem.	Mid.	High	Mid.	High	Elem. Schools Participate in International Pen Pals Pgms	Number of Students Participating in Trips	Number of Students Involved in Exchanges	District
									X					A					No	0	0	SALISBURY
									X					N					No	0	0	SCOTLAND
	X								X			0.0		N	A	A	0	2	No	0	0	SEYMOUR
	X	X						X	X					N					Yes	0	0	SHARON
	X		X						X			0.0		N	A	A	0	4	No	0	42	SHELTON
									X					A					No	0	0	SHERMAN
	X			X	X				X		0.0	3.0	Some	A	A	A	3	5	No	99	0	SIMSBURY
	X								X		0.0	4.0	No	A	A	A	0	0	Yes	0	0	SOMERS
	X	X	X		X				X		0.0	3.0	No	N	A	A	0.5	6	No	0	0	SOUTHINGTON
	X			X	X			X	X		0.0	0.0		N	A	A	1	2	No	129	0	SOUTH WINDSOR
			X											N					No	0	0	SPRAGUE
	X								X		0.0	0.0		N	A	A	0	2	No	16	3	STAFFORD
	X		X		X				X		0.0	0.0		N	N	A	0.4	5.5	No	0	15	STAMFORD
														N					No	0	0	STERLING
	X				X				X		0.0	0.0		N	S	A	0	0	No	33	0	STONINGTON
	X				X				X		0.0	0.0		N	A	A	0.5	3	No	9	0	STRATFORD
	X				X				X		0.0	0.0		N	N	A	0	1	No	0	0	SUFFIELD
	X								X			0.0		N		A		2	No	28	0	THOMASTON
	X				X				X		0.0	2.0	No	N	A	A	0	0	No	18	0	THOMPSON
	X				X				X		0.0	0.0		N	A	A	1	2	No	0	0	TOLLAND
	X	X	X		X				X		0.0	0.0		N	A	N	4	6	No	43	0	TORRINGTON
	X	X	X		X				X		1.5	3.0	No	N	A	A	1	8	No	65	0	TRUMBULL
									X					N					No	0	0	UNION
	X	X			X				X		0.0	3.0	Yes	N	N	A	0	3	No	40	32	VERNON
	X													N					No	0	0	VOLUNTOWN
	X	X	X		X				X		0.0	0.0		N	S	A	0	3.5	No	0	0	WALLINGFORD
	X		X		X				X		1.5	0.7	No	S	N	N	0	0	Some	0	0	WATERBURY
	X				X				X		0.0	0.0		N	A	A	0	2	No	24	0	WATERFORD
	X				X				X		3.0	4.0	Some	N	A	A	0	1	No	0	0	WATERTOWN
	X				X				X			1.0	No	A	A	A	2	4	No	15	0	WESTBROOK
	X		X		X				X		0.0	4.0	Yes	N	A	A	2	4	No	237	30	WEST HARTFORD
	X		X		X				X		1.0	0.0	Yes	N	S	A	0	2	No	10	0	WEST HAVEN
	X				X				X		0.0	4.0	No	N	A	A	0	0	No	9	0	WESTON
X	X	X			X				X		0.0	1.0	Some	N	A	A	0.5	8	No	0	15	WESTPORT
	X		X		X			X	X		0.0	4.0	No	N	A	A	0	2	No	82	0	WETHERSFIELD
	X								X		1.0		No	N	N		0		No	0	0	WILLINGTON
	X	X			X			X	X		0.0	4.0	Yes	S	A	A	0	1	No	60	3	WILTON
											0.0			N	N	N	0	0	No	0	0	WINCHESTER ††
	X				X				X		4.0	3.0	No	N	A	A	0	1	No	0	5	WINDHAM
	X				X				X		0.0	0.0		N	A	A	0	2	No	20	15	WINDSOR
	X								X		0.0	0.0		N	A	A	1	1	No	13	0	WINDSOR LOCKS
	X				X				X		0.0	0.0		N	A	A	2	5	No	31	0	WOLCOTT
	X								X					A					No	0	0	WOODBRIDGE
									X		3.0		No	N	A		0		No	0	0	WOODSTOCK
	X	X			X				X			0.0				A		6		81	5	REGION 1
	X				X				X		0.0	4.0	No		A	A	2	3		0	0	REGION 4
	X				X				X		0.0	4.0	No		A	A	0.5	5		20	0	REGION 5
	X				X				X			0.0		N		A		0	No	0	1	REGION 6
	X	X			X				X			4.0	Yes		N	A	0	0		10	0	REGION 7
	X			X	X				X		0.0	0.0			N	A	0	3		38	1	REGION 8

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District Summary Profile of World Languages

District	ERG	Grade Range	Number Of Pupils in District	Professional Staff: FTE Staff	Professional Staff: Students Per FTE Staff (1)	Professional Staff: Percent BEST Trained	Offerings: Average Number of Languages Offered (2): Elem.	Offerings: Average Number of Languages Offered (2): Mid.	Offerings: Average Number of Languages Offered (2): High	Offerings: Avg. Number of WL Courses per H.S. (3)	Instructional Time: Avg. Hours Per Year: Grades K-5	Instructional Time: Avg. Hours Per Year: Grades 6-8	Program: Start Grade of Ongoing WL Instruction (2)	Program: Pct. of Grade 8 Students in H.S. Level WL	Program: Pct. of Graduates Taking Lvl. 3 or Higher in a Language	Program: Credit Given for WL Courses Taken at Other Institutions	Advanced Placement: No. of Subjects Tested	Advanced Placement: Pct. of Students Scoring 3 or above
REGION 9	A	9-12	789	7.2	109.6	43%			3.0	16.0			9		73%	No	2	82.4
REGION 10	C	PK-12	2598	11.2	232.0	27%	1.0	2.0	2.0	12.0	15.0	120.0	4	54%	59%	Some	1	100
REGION 11	E	7-12	400	3.0	133.3	0%			2.0	10.0		81.0	7	58%	52%	No	0	N/A
REGION 12	D	PK-12	1140	6.4	178.1	29%	1.0	2.0	2.0	13.0	47.5	102.5	K	0%	81%	Some	1	100
REGION 13	C	PK-12	2086	7.0	298.0	43%		3.0	3.0	15.0	0.0	67.2	7	95%	84%	Some	0	N/A
REGION 14	C	PK-12	2258	7.5	301.1	14%		2.0	4.0	12.0	0.0	13.0	7	0%	59%	No	0	N/A
REGION 15	C	PK-12	4317	14.0	308.4	7%		2.0	2.0	11.0	0.0	80.0	7	37%	70%	Some	2	90.3
REGION 16	E	PK-10	2180	4.6	473.9	0%		2.0	3.0		0.0	88.0	7	52%		Some		
REGION 17	C	PK-12	2364	9.2	257.8	33%	1.0	2.0	4.0	14.0	20.0	57.0	3	63%	65%	Some	0	N/A
REGION 18	C	PK-12	1602	7.2	222.5	43%		2.0	3.0	15.0	0.0	45.0	7	95%	67%	No	2	79.2
REGION 19	C	9-12	1190	8.2	145.1	33%			4.0	18.0			9		52%	Yes	0	N/A
JUMOKE ACADEMY		K-6	250	0.0	N/A	N/A	1.0				36.0	36.0	K					
SPORT SCIENCES ACAD		9-12	316	2.0	158.0	0%			1.0	3.0			9		19%	No	0	N/A
ODYSSEY COMMUNITY		6-8	105	0.0	N/A	N/A		1.0				28.0	8	88%		No		
INTEGRATED DAY		K-8	286	0.0	N/A	N/A	1.0				33.0	66.0	1	0%				
ARTS & COMMUNICATION		6-8	114	1.0	114.0	0%		1.0				67.5	6	0%		No		
COMMON GROUND		9-12	101	1.0	101.0	0%			1.0	2.0			9		0%	Yes	0	N/A
BRIDGE ACADEMY		9-12	174	1.0	174.0	100%			1.0	3.0			9		62%	Yes	0	N/A
SIDE BY SIDE		PK-8	217	0.0	N/A	N/A	1.0				0.0	54.0	6	0%				
EXPLORATIONS		10-12	61	0.6	101.7	0%			1.0	3.0			9		0%	Yes	0	N/A
BROOKLAWN ACADEMY		6-8	60	0.0	N/A	N/A						0.0	None	0%		No		
BREAKTHROUGH CHARTER		PK-8	197	0.0	N/A	N/A	1.0				75.0	84.0	K	0%				
HIGHVILLE MUSTARD SEED		PK-8	300	0.0	N/A	N/A	4.0				75.0	120.0	K	100%				
TRAILBLAZERS		6-8	108	0.0	N/A	N/A						0.0	None	0%		No		
AMISTAD ACADEMY		5-8	193	0.3	643.3	0%		1.0			0.0	36.0	8	100%		No		
STATE RVT SCHOOLS		9-12	10910	3.0	3636.7	67%			0.2	1.0			None		0%	No	0	N/A
NFA	H	9-12	2298	13.3	173.3	43%			6.0	21.0			9		61%	Yes	4	71.4
GILBERT SCHOOL	G	9-12	519	5.0	103.8	0%			3.0	12.0			9		35%	No	1	0
WOODSTOCK ACAD	E	9-12	1012	5.7	178.8	0%			4.0	16.0			9		44%	Yes	4	58.8
EDUCATION REFERENCE GROUPS*																		
ERG A			36,390	163.1	223.2	26%	1.4	2.7	3.8	16.2	7.5	106.0	6	57%	73%	Some	2.6	79.7
ERG B			85,964	345.7	248.7	29%	1.1	2.1	3.8	16.7	11.9	84.1	5	66%	74%	Some	2.4	79.9
ERG C			47,415	169.7	279.4	19%	1.0	2.2	3.0	13.4	10.1	70.4	6	57%	60%	Some	1.7	69.2
ERG D			72,273	234.9	307.6	27%	1.1	2.2	3.7	14.6	3.6	65.9	6	53%	64%	Some	1.9	65.8
ERG E			18,384	55.9	329.0	19%	1.4	1.8	2.8	1.7	9.8	70.9	6	45%	53%	Some	2.3	53.8
ERG F			75,858	229.0	331.2	18%	1.0	1.9	3.0	11.7	4.0	58.1	5	43%	58%	Some	1.6	47.2
ERG G			23,327	49.7	469.4	20%	0.6	1.9	2.7	6.9	1.8	33.6	8	23%	50%	Some	1.0	0
ERG H			88,738	191.0	464.7	26%	1.1	1.9	4.2	14.1	1.2	79.9	6	26%	51%	Some	2.1	68.3
ERG I			99,309	153.4	647.4	11%	1.1	1.5	3.1	10.3	14.4	44.0	5	9%	41%	Some	1.8	76.3
STATE AVERAGE*			561,050	1601.2	350.4	22%	1.1	2	3.2	13.1	7.5	64.5	6	41%	56%	No	2.0	72.1
90th Percentile			7304	20.0	174.0	43%	2	3	5	18	30	110	1	94%	76%	Yes	3	100
75th Percentile			3966	13.2	257.8	19%	1	2	4	16	16.4	92.3	5	79%	70%	Some	2	88.2
50th Percentile (Median)			2013	6.0	340.5	17%	1	2	3	14	0	69	7	45%	59%	No	1	72.4
25th Percentile			598	1.0	537.8	0%	1	2	3	10	0	39.2	7	0%	48%	No	0	39.6
10th Percentile			225	0.3	1405.0	0%	1	1	2	8	0	13.6	9	0%	35%	No	0	0

NOTES

(1) The students per FTE (full-time equivalent) staff figure only includes certified world language instructors. With this indicator, smaller is preferable.

(2) Only instruction that is considered ongoing and systematic is reported here.

(3) The average number of courses indicator reports the number of different language courses offered and does not account for multiple sections of a single course.

(4) In some cases where schools share facilities, facilities may be claimed by schools of different levels and therefore be reported here twice.

(5) The charter schools were required to do a self-rating.

† New Britain has two elementary schools that offer Spanish immersion programs, where students spend entire days working in Spanish.

†† These districts only operate alternative high schools, so their high school data may be limited.

* Totals are presented for number of pupils and FTE staff, and medians are presented for text variables (e.g., Yes, No, X). The average number of courses reported for ERG, state and the percentiles are reported for those districts that have programs at the school levels only.

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Languages Offered in District										Facilities (4)				Extracurricular Activities		International Programs, Exchanges and Trips			
										Language Labs			Classrooms Dedicated to WL Instruction						
										Average Rating (5) Scale of 0 - 4 with 1 = Poor and 4 = Excellent			A= all schools N = no schools S = some schools			Average Number of Activities Offered				
Chinese	French	German	Italian	Japanese	Latin	Polish	Portuguese	Russian	Spanish	Other	Middle School	High School	Do Language Labs have Computerized Stations?	Elem.	Mid.	High	Mid.	High	Elem Schools Participate in International Pen Pals Pgms.	Number of Students Participating in Trips	Number of Students Involved in Exchanges	District
	X				X				X			0.0				A		3		0	2	REGION 9
	X								X		2.0	2.0	No	S	A	A	0	0	No	0	0	REGION 10
	X								X			0.0				A		2		16	0	REGION 11
	X								X		0.0	0.0		N	A	A	0	3	No	0	0	REGION 12
	X				X				X		0.0	0.0		N	A	A	4	5	No	26	1	REGION 13
	X		X		X				X		0.0	0.0		N	A	A	0	0	No	60	0	REGION 14
	X								X		0.0	0.0		N	A	A	0	2	No	40	0	REGION 15
	X		X						X		3.0		No	N	A	A	1	1	No	0	0	REGION 16
	X	X			X				X		0.0	0.0		N	A	A	0	1	No	0	0	REGION 17
	X				X				X		2.0	3.0	No	N	A	A	0	3	No	0	2	REGION 18
	X	X			X				X				No			A		6		33	30	REGION 19
									X					N					No	0	0	JUMOKE ACADEMY
									X							N		0		0	0	SPORT SCIENCES ACAD
									X						N		0			4	0	ODYSSEY COMMUNITY
									X					N					No	0	0	INTEGRATED DAY
									X						A		0			0	0	ARTS & COMMUNICATION
									X							N		0		0	0	COMMON GROUND
									X							A		1		0	0	BRIDGE ACADEMY
				X										A					Yes	0	0	SIDE BY SIDE
									X							A		0		0	0	EXPLORATIONS
															N		0			0	0	BROOKLAWN ACADEMY
									X					A					No	0	0	BREAKTHROUGH
X	X			X					X					A					No	20	0	H'VILLE MUSTARD SEED
															N		0			0	0	TRAILBLAZERS
									X		0.0				N		1			0	0	AMISTAD ACADEMY
									X			0.2	No			S		0		0	0	STATE RVT SCHOOLS
	X		X		X			X	X	X		0.0				A		0		0	0	NFA
					X				X	X		2.0	No			A		3		0	0	GILBERT SCHOOL
	X		X		X				X			1.0	No			A		2		0	47	WOODSTOCK ACAD.
	X				X				X		0.8	2.1	Some	S	A	A	0.9	3.7	No	23.1	1.7	ERG A
	X				X				X		0.9	1.7	Some	S	S	A	1.2	4.0	Some	41.1	5.6	ERG B
	X								X		0.5	1.1	Some	S	S	A	0.7	2.5	Some	11.4	1.4	ERG C
	X				X				X		0.3	1.6	Some	S	S	A	0.5	3.3	No	16.3	3.1	ERG D
									X		0.4	0.7	No	S	S	S	0.3	2.5	Some	6.5	2.6	ERG E
	X				X				X		0.2	0.6	Some	N	S	S	0.7	2.9	Some	22.7	6.2	ERG F
	X								X		0.3	0.7	Some	S	S	S	0.6	1.8	No	9.3	1.9	ERG G
	X		X		X				X		1	1.3	Some	S	S	S	0.2	2.6	No	9.7	4.0	ERG H
	X		X		X				X		0.6	1	Some	S	S	S	0.2	1.6	Some	18.3	0.6	ERG I
	X				X				X		0.6	1.1	No	N	A	A	0.6	2.7	No	16.3	3.0	STATE AVERAGE
	X	X	X		X				X		3	4	Yes	A	A	A	2	6	No	52	5	90th Percentile
	X				X				X		0	3	Some	N	A	A	1	4.3	No	21	0	75th Percentile
	X				X				X		0	0	No	N	A	A	0	2	No	0	0	50th Percentile (Median)
									X		0	0	No	N	S	A	0	1	No	0	0	25th Percentile
									X		0	0	No	N	N	S	0	0	No	0	0	10th Percentile

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Definitions: World Languages

The definitions of the variables used in the table District Summary Profile of World Languages are presented in the order in which the terms appear in the table.

District – The name of the school district. This table includes 166 local districts, three academies, 16 charter schools and the Regional Vocational-Technical School System that were in operation in the 2001-02 school year.

ERG – Education Reference Groups (ERGs) were developed by the State Department of Education to enable educators to fairly compare groups of districts with similar characteristics. The state's 166 local school districts and three academies have been divided into nine groups based on socioeconomic status and indicators of need from the 1990 census, 1994 poverty data and 1994 district enrollment. The state Regional Vocational-Technical School System and charter schools do not have ERGs. Therefore, they are not included in the ERG analyses presented on the summary tables.

Grade Range – The grades in a district as of October 1, 2001.

Number of Pupils – The number of students enrolled in a district as of October 1, 2001. The count may include nonresident students as well as resident students.

Professional Staff: FTE Staff – The full-time equivalent (FTE) number of teachers of world languages (WL) in the public schools on October 1, 2001. In an FTE count, the teachers who teach world languages part-time are counted as a fraction of full time. Thus a half-time world language teacher is counted 0.5 toward the staff count.

Professional Staff: FTE Staff, Students per FTE Staff – The number of pupils as of October 1, 2001, divided by the FTE count of world language teachers. Unlike most other columns, smaller numbers indicate stronger programs.

Professional Staff: Percent BEST Trained – The number of certified staff members teaching world languages either full-time or part-time who have completed the Connecticut State Department of Education training for mentors, assessors or cooperating teachers, divided by the total number of certified staff members teaching world languages in the district. The program is open to experienced staff members only.

Average Number of Languages Offered – The average number of different world languages that each district offers at the elementary, middle and high school levels. This number does not account for the number of grades in which a language is taught nor does it account for the quantity of instruction.

Average Number of WL Courses per High School – The average number of different courses in world languages a district offers at the high school level. These courses may be in different languages and do not account for multiple sections of the same course.

Instructional Time – The average number of hours of world language instruction per year a district offers in kindergarten through Grade 5 and Grades 6 through 8. The instruction must offered by a certified teacher. The average is computed from hours provided in all grades in each grade range in each school of the district.

Start Grade of Ongoing WL Instruction – The earliest start grade of ongoing and systematic world language instruction in a district school. For instruction to be considered ongoing and systematic, the world language instruction must average at least one hour per week over the school year and instruction must be continued in subsequent grades.

Percent of Grade 8 Students in H.S. Level WL – The number of Grade 8 students enrolled in a high school-level world language course divided by the district's total Grade 8 enrollment.

Percent of Graduates Taking Level 3 or higher in a Language – The percent of spring 2001 graduates who took at least a three-year sequence of a single world language. Level 1 of the language may have been taken in Grade 8 or earlier.

Credit Given for WL Courses Taken at Other Institutions - If all the schools in the district allow students to earn credits by taking courses at other institutions, "Yes" is reported. If only some of them do, "Some" is reported, and if none do, "No" is reported. Examples of other institutions include community organizations, private schools, institutions of higher education, and other districts.

Advanced Placement: Number of Subjects Tested – The College Board's Advanced Placement examinations program provides high school students the opportunity to demonstrate college-level achievement for which they may receive college credit or be exempted from required courses. The number of exams reflects the number of different world language tests taken by students in May 2002. The figure does not necessarily reflect the number of AP courses offered by a school.

Advanced Placement: Percent Scoring 3 or More – AP exams are graded on a scale of 1-5. Generally, in order to obtain college credits, a score of 3 or more is required. The reported percentage is the number of May 2002 world language examinations scoring 3 or more divided by the total number of world language AP examinations taken.

Languages Offered In District – Each of the languages that the district reported 2001 enrollment for in at least one of its schools is marked with an "X".

Facilities: Language Labs, Average Rating - The average self-rating across middle and high schools of the condition of their language labs. The rating scale was 0 = Not Included in the Facility; 1 = less than adequate; 2 = minimally adequate; 3 = reasonably adequate; and 4 = well above adequate.

Facilities: Language Labs, Do Language Labs have Computers? – Do the schools that have language labs have computerized stations in the lab? If all do, "Yes" is reported. If only some of them do, "Some" is reported, and if none do, "No" is reported.

Facilities: Classrooms Dedicated to WL Instruction – Do the schools in the district have classrooms dedicated to world language instruction? If all schools do, "A" is reported. If only some of the district's schools do, "S" is reported, and if none do, "N" is reported. Schools within each district are reported by their school type.

Extracurricular Activities: Average Number of Activities Offered – The average number of world language extracurricular activities offered in a district's middle and high schools.

International Programs, Exchanges and Trips: Elementary Schools Participate in International Pen Pals Programs - Do the elementary schools in the district have international pen pal programs? If all do, "Yes" is reported. If only some of them do, "Some" is reported, and if none do, "No" is reported. These programs can be either traditional letter or email/online pen pal programs.

International Programs, Exchanges and Trips: Number of Students Participating in Trips – The number of district students who participated in an international trip in the 2000-01 school year. These international trips could be to both English and non-English speaking countries.

International Programs, Exchanges and Trips: Number of Students Involved in Exchanges – The number of district students who participated in international exchange programs in the 2000-01 school year. These exchange programs may have included both English and non-English speaking countries.

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Organization/Address: Connecticut State Dept of Education 165 Capitol Ave, Hartford, CT 06106	Telephone: 860-713-6523 FAX: 860-713-7038
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Laurel Winston
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laurel@cal.org

CAL 4646 40th Street NW
Washington DC 20016-1859
Phone: (202) 362-0700
Fax: (202) 362-3740
www.cal.org/ericcll
eric@cal.org